

Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000**Slide 1 of 19**

Title Slide: Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000

Slide 2 of 19

This module describes the research potential of the secondary longitudinal studies datasets from 1972-2000. It also will describe key documents that can provide insights into analyzing data from NLS-72, HS&B, and NELS:88 and identify sources for accessing NLS-72, HS&B, and NELS:88 documents.

Slide 3 of 19

Approximately 3,000 journal articles, dissertations, books or book chapters, conference papers, and reports have been produced using data from the secondary longitudinal studies. It has been estimated that almost half (47%) of findings have been disseminated through journal articles, while reports or working papers comprise over one quarter (27%), and conference papers (13%), dissertations (11%), and books or book chapters (2%) representing the remaining findings dissemination methods. Education, economics, demography, sociology, psychology, statistics, and psychometrics are some of the disciplines represented in the focus of journals that publish secondary longitudinal study data.

Slide 4 of 19

Researchers use NLS-72, HS&B, and NELS:88 to examine critical transitions made by cohorts of students as they transition from secondary school, through college, and into their adult lives.

NLS-72 provides researchers with data to study the transition from the senior year of high school to postsecondary education and to the world of work. The HS&B 12th grade cohort provides researchers with data to study the trends between 1972 and 1980 with two senior cohorts (NLS-72 and HS&B). The HS&B 10th grade cohort provides researchers with data for the student's last two years of high school and allows for a first look at late high school dropouts. NELS:88, with freshened students, allows researchers to follow three cohorts (8th graders, 10th graders, and 12th graders) as well as early and late high school dropouts.

Slide 5 of 19

Most cohorts were followed for at least 10 years (with NLS-72 sample members followed for 14 years; HS&B 12th grade cohort sample members followed for 6 years; HS&B 10th grade cohort sample members followed for 12 years; and NELS:88 sample members followed for 12 years) with new cohorts of secondary students started each decade across three consecutive decades.

Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000**Slide 6 of 19**

Across the secondary longitudinal studies, each cohort of respondents can be examined at a specific point in time or as a cross-section. Respondents within a specific dataset can be followed longitudinally across time.

Additionally, if a researcher chooses, respondents within the four cohorts can be compared across time periods to examine trends. There are several landmark publications that have been written using data from the secondary longitudinal studies that examine the educational experiences of students from three decades and inform understanding of the correlates of educational success in the United States. Each of these studies can be accessed by clicking the corresponding underlined screen text.

Public and Private Schools: An Analysis of High School and Beyond, used data collected in the first wave of HS&B and covers four major areas of interest in the public private schooling issue: 1) student composition at public and private schools; 2) resources available; 3) functioning of these schools; and 4) outcomes for students.

Coming of Age in the 1990s: The Eighth-Grade Class of 1988 12 Years Later, describes the outcomes experienced by 1988 eighth graders eight years after scheduled high school graduation.

Trends Among High School Seniors, 1972-2004 describes the experiences of high school seniors across four decades.

America's High School Sophomores: A Ten year Comparison describes the experiences of high school sophomores using HS&B and NELS:88 data.

High School Seniors Look to the Future, 1972 and 1992, describes the expectations of high school seniors across time using NLS-72, HS&B, and NELS:88 data.

Slide 7 of 19

Researchers interested in specific periods of time should consider the following when deciding which datasets to use for analyses. Using NLS-72 enables the examination of issues (or changes) that occurred between 1972 and 1986 to a cohort of seniors. Using the HS&B sophomore cohort enables the examination of issues (or changes) that occur between 1980 and 1992 to a cohort of sophomores. Using the HS&B senior cohort enables the examination of issues (or changes) that occur between 1980 and 1986 to a cohort of seniors. Finally, using NELS:88 enables the examination of issues (or changes) that occur between 1988 and 2000 for 8th, 10th, and 12th grade cohorts.

Slide 8 of 19

Researchers interested in examining trends over time for specific grade cohorts should consider the following when deciding which datasets to use for analyses. To examine senior cohorts, use NLS-72, HS&B senior cohort, and NELS:88/92 seniors data files. To examine sophomore cohorts, use HS&B sophomores and NELS:88/90 sophomore data files. To examine high school transcripts, use HS&B sophomores and NELS:88

Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000

seniors data files. Finally, to examine postsecondary education transcripts, use NLS-72, HS&B sophomores, HS&B seniors, and NELS:88/2000 transcript data files.

Slide 9 of 19

Researchers interested in examining trends across NLS-72, HS&B, and NELS:88 should consider the following when deciding which datasets to use for analyses. To examine trends across cohorts of tenth graders, use the HS&B sophomore base year (BY) and NELS:88 first follow-up (F1) data files. To examine trends across cohorts of twelfth graders, use NLS-72 (BY), HS&B senior (BY), and NELS:88 second follow-up (F2) data files. Although it has been used in the past for doing trend analyses, it is important to note that the HS&B sophomore cohort was not freshened. To examine trends across cohorts of students at two years after twelfth grade, use NLS-72 (F2), HS&B sophomores (F2) and seniors (F1), and NELS:88 (F3) freshened senior cohort data files. Again, HS&B sophomores have been used, but this cohort was not freshened. Dropouts, from grade 10 to grade 12, can be compared using the HS&B sophomore cohort (BY and F1) and the NELS:88 (F1 and F2) freshened sophomore cohort data files. High School Transcripts were collected after the senior year for both the HS&B sophomore cohort (F1) and the NELS:88 cohort (F2), therefore these data files can be used to examine trends. Finally, postsecondary transcripts were collected for all four cohorts – NLS-72 (1984), HS&B (1984 and 1992), and NELS:88 (2000) – therefore all four data files can be used to examine trends. It is important to note, that when conducting trend analyses, researchers should review the technical documentation (e.g., design weights, sample sizes, etc.) for each data set being used.

Slide 10 of 19

Researchers interested in comparisons of the secondary longitudinal studies from 1972 to 2000 with more recent secondary longitudinal studies should consider the following when deciding which datasets to use for analyses.

The Education Longitudinal Study of 2002, or ELS:2002, was initiated in 2002 with a cohort of high school sophomores. Sampled students were resurveyed two years later when most of the students were 12th graders; two years after scheduled high school graduation, and eight years after high school graduation when many had completed postsecondary education. The High School Longitudinal Study of 2009, or HSLs:09, began with a cohort of ninth graders in 2009. These students were resurveyed in 2012 (when most students were 11th graders); high school transcripts were collected in 2013; and sampled students will be resurveyed again in 2016.

The ELS:2002 sophomore cohort can be compared to HS&B and NELS:88. The ELS:2002 senior cohort can be compared to NLS-72, HS&B, and NELS:88. Both the ELS:2002 and HSLs:2009 cohort postsecondary experiences can be compared to NLS-72, HS&B, and NELS:88. ELS:2002 and HSLs:2009 high school transcripts can be compared to HS&B and NELS:88. Finally, both ELS:2002 and HSLs:09 postsecondary transcripts can be compared to NLS-72, HS&B, and NELS:88.

Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000**Slide 11 of 19**

There are no short cuts that can be taken when working with these studies. Even though there are major design features common across NLS-72, HS&B, and NELS:88, each of these data sets contain unique variations in methodologies used that require analysts to become familiar with the technical documentation and methodology reports that have been written. Researchers **MUST** review each study's documentation and understand how the data were collected, coded, and weighted to ensure accurate analyses. The slides that follow will detail the most important technical documentation and methodology reports that should be read to ensure accurate analysis of data from NLS-72, HS&B, and NELS:88.

Slide 12 of 19

The two most important documents that should be read to ensure accurate analyses of NLS-72 data are: National Longitudinal Study: Base Year (1972) through Fourth Follow-Up (1979) Data File User's Manual Volumes I through III, and The National Longitudinal Study of the High School Class of 1972 (NLS-72) Fifth Follow-Up (1986) Final Technical Report (NCES 87100). Both of these technical documents can be accessed by clicking the corresponding underlined screen text.

Volume I details the study background, sample, weights, and instrumentation (i.e., questionnaires and assessments). It is important to note that guidance regarding weight selection for the base year through the fourth follow-up is provided within this volume. Volume II contains Appendices K, L, and M, which detail composite score analysis, constructed education variables, and subject keyword index, respectively. Appendix P, found within Volume III, provides frequency distributions for the base year through fourth follow-up.

NCES 87100, the final NLS-72 technical report, details methods of collection, response rates, and other technical information.

Slide 13 of 19

The most important document that should be read to ensure accurate analysis of HS&B sophomore cohort data is High School and Beyond Fourth Follow-Up Methodology Report. Technical Report (NCES 195426), which can be accessed by clicking the corresponding underlined screen text.

This report describes and evaluates the methods, procedures, techniques, and activities that produced the fourth (1992) follow-up of the High School and Beyond (HS&B) study.

Slide 14 of 19

The most important document that should be read to ensure accurate analysis of HS&B senior cohort data is High School and Beyond Third Follow-Up (1986) Sample Design Report (NCES 88402), which can be accessed by clicking the corresponding underlined screen text.

Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000

This report provides information that documents major technical aspects of the third follow-up sample selection and implementation, describes the weighting procedures, documents major technical aspects of the third follow-up sample selection and implementation, examines the possible impact of nonresponse on sample estimates, and evaluates the precision of estimates derived from the sample.

Slide 15 of 19

The three most important documents that should be read to ensure accurate analysis of NELS:88 data are: User's Manual: NELS:88 Second Follow-Up: Student Component Data File (NCES 94376), National Education Longitudinal Study (NELS:88/94) Methodology Report (NCES 96174), and User's Manual: NELS:88 Base-Year to Fourth Follow-up: Student Component Data File (NCES 2002323). Each of these technical documents can be accessed by clicking the corresponding underlined screen text.

Appendix H, within NCES 94376, provides information on NELS:88 student data weights, flags, and composite variables for the base year, and first and second follow-ups. Additionally, socioeconomic status, or SES, variables are described. NCES 96174 provides information on the subsampling and data collection activities for the third follow-up. NCES 2002323 is the final NELS:88 technical report.

Slide 16 of 19

Technical documentation can be accessed by visiting the Secondary Longitudinal Studies Program homepage, which can be accessed by clicking the underlined screen text, 'Where to Find Technical Documentation.'

From the homepage, you can click on any of the studies listed to access each study-specific homepage. In this example, we have selected NELS:88. From the NELS:88 homepage, clicking on 'Publications & Products' will take you to a new page from which 'Data Products,' 'Reports,' 'Shorter Publications,' 'Technical/Methodological,' or 'Working Papers' can be accessed. Clicking the 'plus sign' to the left of each of these headings will produce the full list of available documents.

Lastly, the Secondary Longitudinal Studies Program homepage provides a link to the Bibliography Search Tool which allows you to search for individual citations from journal articles that have been published using NCES data. Note that the NCES Bibliography Search Tool is no longer updated by NCES but remains available as a resource.

Slide 17 of 19

Currently, there are two additional rounds of data for secondary longitudinal studies either planned or underway. In 2015, NCES will release restricted data for the HS&B sophomore cohort that were collected in 2013-2014 when many of these cohort members were in their early 50's. In 2017, a new round of restricted data may be released for the HS&B senior cohort when many of these cohort members were in their mid-50's. Both future rounds of data will include information on family status, employment, and income.

Considerations for Analysis of Data from the Secondary Longitudinal Studies from 1972-2000**Slide 18 of 19**

This module described the research potential of the secondary longitudinal studies datasets from 1972-2000. It also described key documents that can provide insights into analyzing data from NLS-72, HS&B, and NELS:88 and identified sources for accessing NLS-72, HS&B, and NELS:88 documents.

Slide 19 of 19

The resources provided throughout the module are summarized here for your reference.

This concludes the secondary longitudinal studies datasets training modules. You may either close the browser window, or click exit to return to the landing page.